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Impact and effectiveness of the Texas Project for the Education of Migrant Children and other such programs are examined. Solutions to the educational problems which face the migrant student within the operational framework of an on-going school system are outlined. Two representative innovations in Texas, a nongraded system and bilingual education, are briefly discussed. Evaluative data are included which were obtained by means of opinionnaires and standardized tests, with teacher-developed tests used less extensively. Methods are presented for coordinating the Texas Project with the Elementary and Secondary Education Act and the National Defense Education Act and for involving parents and the community. A summary is given of staff development via workshops and various institutes for teachers, aides, and administrators. Also included are brief descriptions of the Texas Migrant Interstate Cooperation Project, the Migrant Compensatory Education Project, and the Migrant Preschool Education. (CM)

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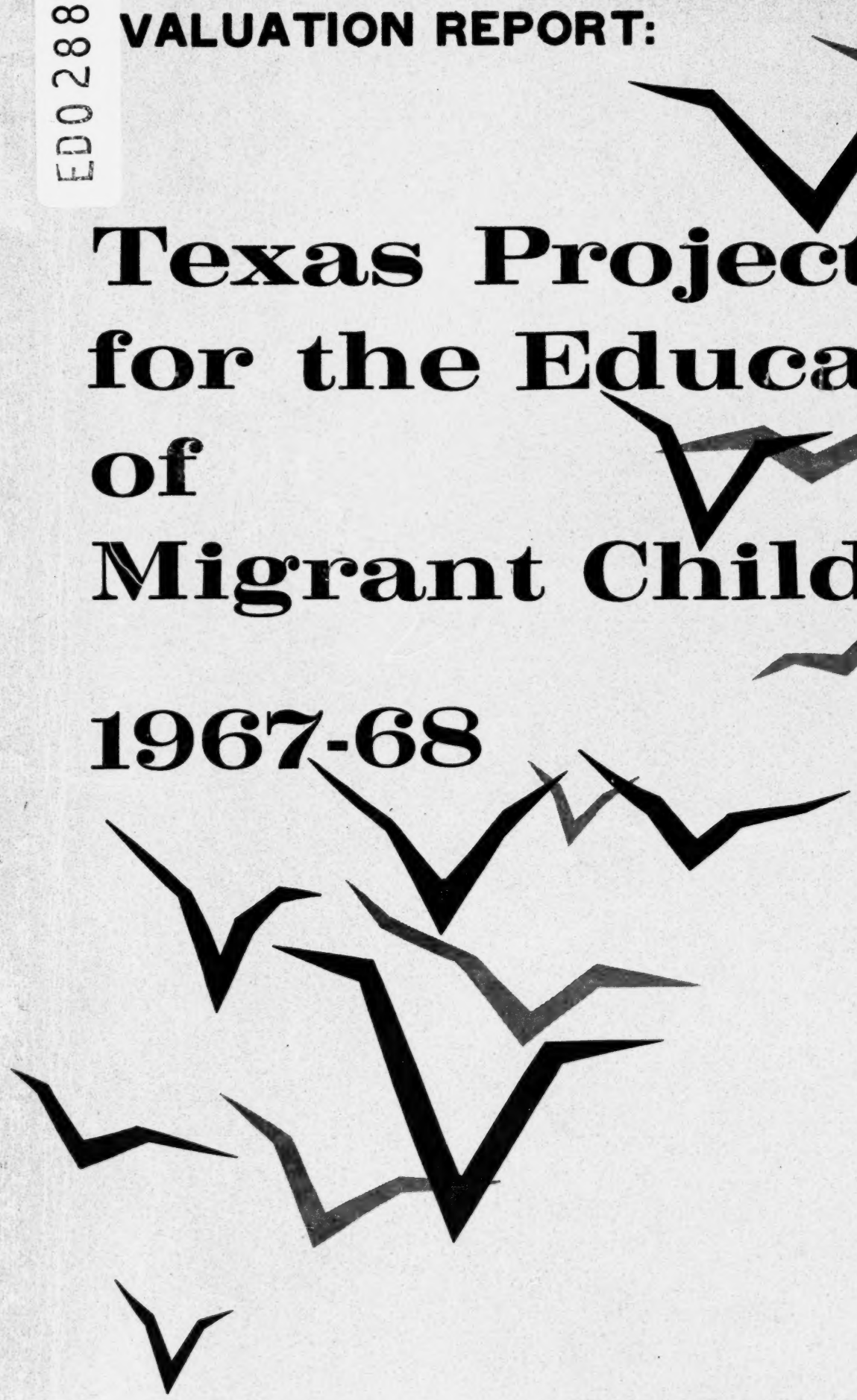
VALUATION REPORT:

Texas Project for the Education of Migrant Children

1967-68



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PREPARED BY
THE EVALUATION SECTION
DIVISION OF ASSESSMENT AND EVALUATION
TEXAS EDUCATION AGENCY
OCTOBER, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.

2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.

3. Non discriminatory use of facilities.

4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

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INTRODUCTION

Since about the mid fifties, a great deal of attention has been focused upon one mobile segment of the American population. This is the migrant--an agricultural worker who moves within and across State lines from one job to another.

Texas has the largest migrant farm labor force of any State. The Texas Employment Commission estimates this population group to number 151,000 people. School-age children who are members of these migrant families number approximately 85,000.

Home for most of these children in Texas is an area south of a line from Corpus Christi to San Antonio and through San Angelo to El Paso. Another rather large pocket of migrants may be found in the western half of the South Plains and Panhandle area. Almost every section of the State has some migrants.

While these students are called "migrants", they are not really migrants in their home areas of Texas. From about November to May these students are in the home area and present a more favorable opportunity for instruction than at any other time during the year. It is during this period that every effort must be made to get the child in school, diagnose his learning problems, place him in a program to fit his needs and move him as far as possible toward his skill attainment potential. Such an undertaking requires special planning and special programs.

Special programs which were funded for the 1967-68 Texas Project for the Education of Migrant Children included the following:

Migrant school programs	$3,065,739
Inservice and Dissemination	109,364
Migrant Compensatory Education Project	165,036
Demonstration School	63,475
Migrant Preschool	631,080
Interstate Cooperation	87,600
Summer Institutes	248,000
Preschool Construction	2,205,000
Preschool Curriculum Development	72,500
Audio-Visual Services	200,000
Film Production	20,000
Bilingual Institute	48,139
Southwest Migrant Educational Development Center	278,861

This report is not a cost-effectiveness study, but rather it is an attempt to evaluate the impact of these and other programs upon the migrant child's education. Some of the programs have been set apart in the report because they have special significance as strategies for educating the migrant student.

PART I

MIGRANT SCHOOLS PROGRAM

PROGRAM DESCRIPTION

The migrant schools' component in the Federal funding of migrant education is designed primarily to serve those students who are required to attend school by the compulsory attendance law but who are limited in such attendance because they are migrants.

These problems are of two general types; extended-day or non-extended-day, and are either six or nine months in length. The design of a particular program is influenced by the pattern of migrancy, the facilities and personnel available to the district, the transportation requirements within the district, and the number of students to be served.

This then is an attempt to find solutions to the educational problems which face the migrant student within the operational framework of an on-going school system.

GENERAL PROGRAM EFFECTIVENESS

As additional information is made available concerning the migrant child, it becomes possible to plan additional effective programs. New patterns of migrant concentrations have led to four additional school districts having a migrant program during 1967-68. These districts were Dimmitt, El Paso, Georgetown, and Lamesa. Twelve additional school districts will be included in the migrant program for the 1968-69 school year.

The continuing trend toward a "normal" age-grade distribution for the children in the migrant program is reflected in Table 3. The 13.2% gain in the category "at or above grade level" hopefully is due to the special emphasis of the migrant programs in academic areas, but may also reflect such new procedures as non-graded classes.

Approximately 18,843 migrant children were served in the forty-five participating school districts during the 1967-68 school year. Participants are shown by type of program and grade level in Table 1.

Most Effective Activities

The following activities by grade level were judged most effective for migrant children. The judgments were made by Texas Education Agency Migrant Project Staff consultants and local project school officials.

In preschool through grade three, activities in language development, field trips, food and health services, library services, and teacher aides were judged most effective.

Activities in grade four through grade six judged most effective were teacher aides, food and health services, library services, art, physical education, and English as a second language.

Grade seven through nine activities reported as most effective were guidance and counseling, arts and crafts, teacher aides, food and health services, and physical education.

Classroom Organization

Six school districts operating both a six- and a nine-month program on the same campus used "holding classes" to supervise migrant students who are

TABLE 1

Participants in Migrant Programs

1967-68

Level	6 Month Program	9 Month Program	Private Schools (9 Mo. only)
Preschool	923*	51	
1	2,464	1,247	51
2	1,491	821	60
3	1,453	870	40
4	1,423	752	38
5	1,338	699	31
6	1,300	476	22
7	983	488	
8	741	353	
9	178	(9-11) 85	
Non-graded Elem.		196	
Non-graded Sec.	232		
Special Ed.		32	
Totals	12,526	6,075	242

*Preschool was a component added after the regular program began and was conducted during the spring only. Totals do not include MCEP participants for summer of 1968.

on campus before and/or after the official migrant program is conducted. The earliest beginning date for holding classes reported by any district was September 11, and the latest ending date reported was November 8. Length of holding classes ranged from 5 to 30 teaching days.

Only six districts having a six-month program utilized holding classes at the conclusion of their migrant program. The earliest beginning date reported by any district was May 1 and the latest ending date was May 31. Total length of classes ranged from 6 to 16 days.

Extended-day. Thirty-five school districts operated on an extended-day basis. Of these, 20 school districts had six-month projects with classes consisting of all migrant students. Nine of the 20 were on regular campuses while eleven projects were on all migrant campuses. The 15 nine-month projects were located on regular campuses with schools assigning students in all migrant classes on six campuses. Nine projects incorporated migrant students and regular students in the same classroom.

The main advantage of the extended-day program is providing special instruction for migrant pupils who, through no fault of their own, attend school for a shorter period of time than non-migrant pupils. This approach enables the migrant child to complete nine months of school work in six months.

To provide instruction appropriate to the migrant pupils' abilities, with special attention given to English language skills, 36 of the 41 reporting schools placed students in all migrant classes in the extended part of the day; sometimes on all migrant campuses. All migrant classes

enable the migrant teacher to strengthen students' academic weaknesses and help develop a better "self-image" through use of teaching techniques not used in the traditional classroom.

Where migrant students and regular students were placed in the same classroom during the regular day, a special, separate, all migrant class was required during the additional hour and one-half.

Non-extended-day. Six school districts organized migrant programs on a non-extended-day. Most school districts which elected to use the non-extended-day did so because of a small migrant population.

Five of the nine-month projects were organized into regular classes while one school district chose to have all migrant students in the same class. Migrant children who attended the non-extended-day plan received remedial instruction in most cases with other educationally deprived who have the same basic needs.

Classroom Procedures

Classroom procedures in the migrant programs, as in any regular program, were direct reflections of the initiative and imagination of the teachers and principal. Some classrooms were traditional in the procedures and approaches used while others showed a large amount of creativity.

The staff of the Migrant Division of the Texas Education Agency observed in many of the classrooms during the year. Below are representative observations made relative to desirable classroom procedures.

> "A reading lab situation has been arranged in Pharr for a remedial reading class for average adolescents. The room

> arrangement is in the form of stations. Station one is research--learning to use newspapers, encyclopedias, magazines, etc.; station two--control reader; station three--programmed learning, SRA kits, Reading Attainment System, etc.; station four--tapes; station five--records; station six--free reading; station seven--individual help."

The consultant opined that the children participated very willingly, helped each other, and moved at their own pace. An individualized schedule was arranged on a weekly basis which appeared to help the student's achievement.

> "In La Feria, preschoolers were learning language and concepts through music and dramatization. Teachers used all types of music from the popular Beatles to nursery rhymes. This was very successful in teaching vocabulary and meaning. Children were learning English very quickly and having fun at the same time."

> "Harlingen incorporated an oral language lab in its library for more effective instruction. Children were sent from several classes at once and this allowed the teachers and aides to do some cooperative teaching. The library was equipped with tapes, records, transparencies, and films to be used daily."

INNOVATIVE PROGRAMS

Because the area of education for migrant children is new, the very fact that a school district has a migrant program is something of an innovation. Of the approximately 1,250 school districts in Texas, 45 conducted programs for the education of migrant children, and in all something exemplary or innovative could probably be found. To single out the two below does not necessarily imply that they are the best but simply that they are representative.

Donna Junior High

In Donna a junior high basic program for all students who had reached fourteen years of age was begun. It was an ungraded situation in which students might be at the third (3rd) or fourth (4th) grade level academically, but were in a junior high situation. They were able to participate in regular junior high sports as well as drivers education, homemaking, choir, typing, art, and other electives. Students stated they were much happier because they were with their own age group and were treated like junior high students. Like other migrant programs, this one was optional with the child.

McAllen Bilingual Program

The McAllen Migrant Program conducted a bilingual program in the first and second grades which was reported as having been successful. Material which had been developed in a San Antonio project under the direction of Dr. Thomas D. Horn was used. Instruction was given in both English and Spanish with emphasis placed on Oral Language Development, Science, Self-Concept, and Social Studies.

Teachers working in this bilingual situation reported (1) that the children were more relaxed and that there were no incidents of beginners crying, (2) that the children who participated in the program were more fluent in English at the end of the year than children who had not participated, and (3) that it was necessary to retain fewer children at the end of the year than had been the case in the past.

Multiple Selection of State Adopted Textbooks

An original feature of the Texas Project for the education of migrant children was the provision of all state adopted textbooks for those school districts participating in the six-month program. It was thus possible for a participating school district to obtain copies of all state adopted textbooks for all migrant pupils in their program at any given level or in any given subject. Of the twenty school districts to whom the multiple-adoption feature applied, approximately six did not utilize it.

There were at least two points of view concerning the value of the multiple-adoption feature. On one hand the availability of textbooks was praised because it gave the teacher greater flexibility in material selection. Various grade-level textbooks were available for use in each classroom as the migrant students progressed in the program. Having various textbooks also prevented a child's being forced to use the same textbook as those which he had used the preceding year. However, the point of view was also expressed that most available textbooks were not particularly appropriate for migrant children.

EVALUATIVE DATA

Subjective Measurement

Opinionnaires. Subjective data gathered about certain improvements in the migrant child's personal development are summarized in Table 2. Observations were gathered from teachers and administrators who made individual analysis of their students. These figures represent the

TABLE 2

Migrant Child's Growth

	General Academic Achieve.	Oral English Language Develop.	Reading Develop.	Self-Confidence	Social Develop.	Greater Emotional Security	Improved Health Status	Respon-siveness	Acceptance by:			
									Migt. Peers	Non. Migt. Peers	Sch. Person.	Comm.
None	5	2	2	5	5	2	2	5	2	2	2	2
Some	35	43	53	35	25	43	20	35	18	25	13	23
Significant	60	55	45	60	70	55	78	60	80	73	85	75

Figures shown indicate percent of total number of migrant participants.

TABLE 3

AGE-GRADE DISTRIBUTION
STUDENTS IN TWENTY 6-MONTH MIGRANT PROGRAMS

	1963-64	1964-65	1965-66	1966-67	1967-68
At or Above Grade Level	42.1%	48.9%	50.1%	52.1%	55.3%
One Year Behind	24.0%	23.6%	24.6%	24.8%	24.5%
Two Years Behind	18.5%	15.4%	14.5%	13.7%	12.7%
Three to Ten Years Behind	15.4%	12.1%	10.8%	9.4%	7.5%

percentage of participating migrant children who made either none, some, or significant improvement in the selected areas.

The more significant changes are indicated in improved health status (78%), social development (70%), acceptance by migrant peers (80%), non-migrant peers (73%), school personnel (85%), and community (75%). Under the designation "some", the greatest gain was reading development (53%).

A small percentage of migrant children were rated "none", with evaluations ranging from 2% to 5% in all areas.

Age-grade distribution. Table 3 summarizes age-grade distribution from twenty six-month programs plotted for the five years of project operation. Original entries, as coded from official Texas attendance data, were used to complete the age-grade distribution. The summary represented in Table 3 shows this data by percentage of students above, at, or below age in grades 1 through 8 for the years designated. The most significant trend taking place over the five-year period is the decrease in percentage of students over age for their grade level from 57.9% in 1963-64 to 44.7% in 1967-68. This indicates that over age students are being given the opportunity to overcome their educational retardation and catch up to the grade level appropriate to their age.

Over the five-year period, the percent of students 3-10 years behind their age level decreased 7.9% (from 15.4% in 1963-64 to 7.5% in 1967-68). The percentage of those two years behind in their achievement decreased about six percent from 18.5% in 1963-64 to 12.7% in 1967-68). The percentage of those two years behind in their achievement decreased about six percent

from 18.5% in 1963-64 to 12.7% in 1967-68. The percentage of students behind one academic year remained about 24% through the five-year period.

Objective Measurements

Standardized tests. Prior to the beginning of the migrant program for the 1967-68 school year, the twenty districts having six-month programs agreed to use the Stanford Achievement Test. It was agreed that a pre-post- design would be utilized and the district would elect a population sample from the migrant children. The pretest was to have been given on the twenty-sixth school day of the migrant program and the post-test on the one hundred and first school day of the migrant program or the thirty-second day before the end of the migrant program.

Table 4 represents standardized tests results of the six-month migrant program for both arithmetic computation and paragraph meaning which are subtest of the Stanford Achievement Series.

Greatest gains reflected in test scores were in the area of arithmetic where the average gain in mean scores was .576 grade equivalent compared to .360 grade equivalent for paragraph meaning. In math computation the greatest gain was on the fourth grade level with .8 grade equivalent, while a gain of .5 grade equivalent was achieved in grade five for paragraph meaning. According to these measurements, significant gains were achieved in both areas; however, consistently larger gains were in the area of mathematics. Also, the earlier grades reflect the largest net gains for both arithmetic computation and paragraph meaning tests.

School districts having the nine-month migrant program also administered standardized tests but used a variety of tests. The three most frequently

TABLE 4

SIX-MONTH PROGRAMS
STANDARDIZED TEST RESULTS

Arithmetic Computation Sub-test

Grade	Group	Number Tested	Mean GE Score Pretest	Mean GE Score Post-test	Gain in Mean Scores
2	Migrant	430	2.0	2.5	.5
3	Migrant	651	2.7	3.4	.7
4	Migrant	472	3.5	4.3	.8
5	Migrant	494	4.5	4.9	.4
6	Migrant	467	4.9	5.6	.7
7	Migrant	442	5.6	6.1	.5
8	Migrant	317	6.2	6.7	.5

Paragraph Meaning Sub-test

Grade	Group	Number Tested	Mean GE Score Pretest	Mean GE Score Post-test	Gain in Mean Scores
2	Migrant	430	1.7	2.1	.4
3	Migrant	657	2.3	2.6	.3
4	Migrant	471	3.1	3.5	.4
5	Migrant	494	3.7	4.2	.5
6	Migrant	467	4.5	4.8	.3
7	Migrant	441	5.3	5.5	.2
8	Migrant	319	5.8	6.2	.4

used tests in the order of preference were the Stanford Achievement Test, the California Achievement Test, and the SRA Achievement Series. A few of the districts conducted both pre- and post- tests during the school year while others elected to use the preceding year's test as the pretest. Regardless of pattern elected, a minimum interim period of at least 75 days was used.

Significant gains, as measured by standardized testing used in the nine-month migrant program for arithmetic computation and paragraph meaning subtest of the Stanford Achievement Series, are reflected in Table 5 .

Arithmetic shows the greatest gain with the average mean score gain of .500 grade equivalent as compared to the average mean score gain of .443 grade equivalent in paragraph meaning. Grade three shows the greatest gain in arithmetic computation with an average mean gain of .8 grade equivalent. There were no significant variables among the grades on the paragraph meaning test. In comparison with the six-month program, the nine-month program would seem to indicate that the variation in growth between arithmetic computation and paragraph meaning is reduced by extending the migratory program to a nine-month program.

Table 6 represents a comparison of the percentage of students more than one year below grade level over a three-year period. This graph shows a gradual increase in the percent of students who have a regression of paragraph meaning scores; i.e. of the 1965-66 second graders, 30% were below grade level while the same group in the fourth grade (1967-68) increased to 57%. Regression is prevalent through the fifth grade where a plateau of 80% of students more than one year below grade equivalency is attained.

TABLE 5

NINE-MONTH PROGRAMS
STANDARDIZED TEST RESULTS

Arithmetic Computation Sub-test

Grade	Group	Number Tested	Mean GE Score Pretest	Mean GE Score Post-test	Gain in Mean Scores
2	Migrant	109	2.0	2.4	.4
3	Migrant	181	2.6	3.2	.6
4	Migrant	174	3.6	4.4	.8
5	Migrant	111	4.7	5.0	.3
6	Migrant	102	5.0	5.6	.6
7	Migrant	93	5.6	5.9	.3
8	Migrant	85	6.3	6.8	.5

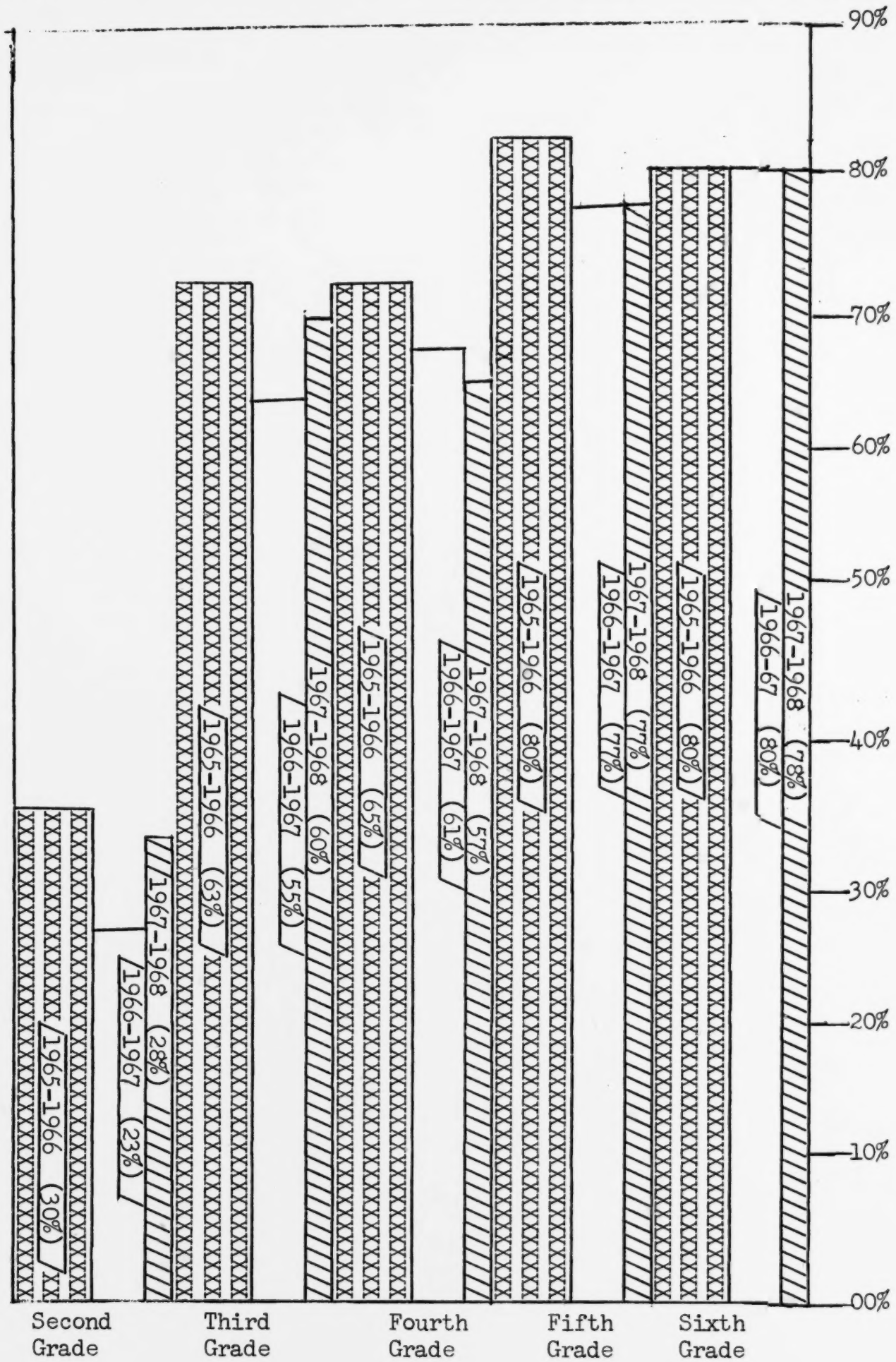
Paragraph Meaning Sub-test

Grade	Group	Number Tested	Mean GE Score Pretest	Mean GE Score Post-test	Gain in Mean Scores
2	Migrant	139	1.7	2.2	.5
3	Migrant	181	2.1	2.5	.4
4	Migrant	175	2.9	3.4	.5
5	Migrant	111	3.8	4.3	.5
6	Migrant	100	4.4	4.9	.5
7	Migrant	92	4.9	5.2	.3
8	Migrant	85	5.8	6.2	.4

* Test Results reflect a sampling of 11 migrant programs.

TABLE 6

ercent Of Students More Than One Year Below Grade Equivalent On Paragraph Meani



According to this objective measurement we continue to find an increase in regression of test scores for children on the Paragraph Meaning Subtest. This indicates the educational opportunities missed through migrancy have a direct relationship on how well the migrant child will do on the standardized test at a higher level involving the more abstract test material.

Teacher-developed tests. Objective type, teacher-developed tests were not used to any great extent by the districts having migrant programs. Little evidence was present to indicate efforts were being exerted to develop such tests. One school district did receive permission from a test publisher to translate their test into Spanish.

INTER-RELATIONSHIP WITH THE REGULAR TITLE I, E.S.E.A. PROGRAM

Each of the forty-five school districts participating in the Texas Migrant Project is also engaged in a regular Title I, E.S.E.A. program. Coordination of these funds in varying degrees provided basic instructional and service programs for regular Title I, E.S.E.A. funded projects to supplement Title I Migrant Programs. The range of coordination between the two was from, "Regular Title I funds was used almost exclusively for regular educationally deprived children and migrant funds are designed exclusively for the migrant programs" to "The migrant schools participate in all phases of the school's regular Title I program."

The main efforts of cooperation were in the purchase of supplies and instructional materials and in the sharing of instructional and service personnel. Almost all the participating schools reported regular Title I

funds were used to purchase consumable supplies, instructional materials, food, clothing, transportation services, testing supplies, and/or medical services for the migrant participants. Personnel (teachers, consultants, coordinators, supervisors, administrators, counselors, nurses, aides, secretaries, etc.), regardless of their source of funding, shared their time and abilities (capabilities) in providing the best educational opportunities and experiences for each child irregardless of this "label" or "classification." In addition, most of the personnel involved in special programs participated in multiple funded in-service training and workshops designed for their professional growth and personal interests.

Other means of inter-relationship of the programs included the sharing of facilities. For example, regular Title I funds provided portable classrooms for the migrant program in several of the school districts and schools having Title I multi-media centers provided materials and facilities requested by migrant schools. Libraries, cafeterias, gymnasiums, and regular classroom as well as other facilities were also shared by the project children.

COMMUNITY INVOLVEMENT

Schools in the project made a concerted effort to inform, include, and involve the parents and community members in the education of migrant children. Because there often exists an apathetic and, in some cases, negative attitude on the part of many migrant parents toward the education of their children, efforts were made to interpret the program to them and request their cooperation.

Methods of fostering parental involvement varied with each school district in the project. The most common and reportedly most successful approach was home visitation by various school personnel. The total number of visits made to homes of migrant parents, as well as the number and percentage made by each classification of personnel, is presented in Table 7.

TABLE 7

NUMBER AND PERCENTAGE OF VISITS MADE TO MIGRANT HOMES BY SCHOOL PERSONNEL

PERSONNEL MAKING VISIT	NUMBER OF VISITS	PERCENTAGE OF TOTAL VISITS MADE
Visiting Teachers	8,544	31.0%
Social Workers	6,972	25.0%
School Nurses	4,569	16.0%
Attendance Officers	3,154	11.0%
Classroom Teachers	1,768	6.0%
Counselors	1,371	5.0%
Aides	863	3.0%
Principals	736	2.9%
Others	32	.1%
TOTALS	28,009	100.0%

Project schools reported major successes of their home visitation program including:

- Improved school attendance
- Establishing rapport between family and school
- Assisting parents with medical needs and home nursing of sick
- Improved home school cooperation and understanding
- Gaining a deeper understanding of the student in relation to his home environment
- Helping parents with various problems confronting them
- Improvement of family health and environmental conditions
- Increased parental interest in (the importance of) education

Generally, the major success was in the response, acceptance, and overall cooperation to and with the program on the part of the parents and

community. The migrant parents were very receptive to general advice and most concerned about their children's needs, reported the schools participating.

NON-PUBLIC SCHOOL PARTICIPATION

In only one district did a non-public school indicate interest in participation in a migrant program. One parochial school in the Hereford Independent School District received itinerant services in the form of sack lunches served daily and weekly visits by the Hereford Independent School District nurse and her aide. Approximately 242 students participated in these itinerant services.

The parochial school located in the Hereford Independent School District was operating on a very limited budget with an inadequate amount of personnel and was in the stages of phasing out their school program during the 1967-68 school year. Since that time the Hereford Independent School District has absorbed students formerly served by the parochial school.

COORDINATION WITH OTHER PROGRAMS

All local school districts participating in the migrant program reported using a variety of local, state, and federal programs to assist the migrant family. Since the needs of the migrant are many and varied, resources utilized to meet these needs are also multifaceted. This year the needs for clothing, food, health services, and financial assistance were accentuated throughout the valley area of Texas and especially for the migrants at their homebases due to Hurricane Beulah. Therefore, reports from the

local school districts reflect increased assistance from community, state, and federal sources over previous years. Because of the immediacy of the needs and in some cases, the loss of school records, numbers of people served by the various programs in cooperation with the local school district are not complete. Estimates have been made for inclusion in this report.

Specifically, Titles I, II, III, and IV of the Elementary and Secondary Education Act, Titles III and V of the National Defense Education Act, Titles I B, II A and B, III B, and V of the Economic Opportunity Act, and Manpower Development Training Act were utilized by the local districts to complement the migrant programs.

Elementary and Secondary Education Act - 1965

Title I of ESEA was more frequently coordinated with the migrant program than any other. Discussion of this coordination is detailed in the preceding section of this report.

Title II of ESEA is used by the local districts to purchase library and instructional media materials. Twenty-one of the forty-five school districts with migrant programs reported using materials purchased by Title II funds with the migrant program.

Title III of ESEA - Two of the districts with migrant programs reported using services of the Region Education Service Center in the migrant program. Generally these were films and consultative services.

Title IV of ESEA - The McAllen Independent School District, which operates a six-month migrant program, reported close cooperation between its

migrant personnel and the Demonstration Project funded under Title I. This cooperative effort was designed to augment the migrant program of the McAllen School District through curriculum development and improvement, and through in-service training programs. Staff of the Southwest Educational Development Laboratory which is funded under Title IV held several workshops in bilingual and oral language education, as well as supervising the evaluation of teaching materials used in the McAllen migrant program.

National Defense Education Act - 1958

Title III of NDEA - Thirteen school districts in the migrant project reported using funds from Title III, NDEA for purchase of instructional materials (other than textbooks) in the eight basic subject areas. In addition, specialized equipment, in-service education, and consultative services were provided with these funds.

Title V of NDEA - Financial assistance to the local school districts for the provision of testing programs and guidance and counseling services is available through this Title. Four school districts in the migrant project reported that migrant students received direct benefits from services offered. On the other hand, thirty-three of the forty-five school districts participate in the state testing program and twenty-eight of these provide guidance and counseling services under Title V, NDEA.

Economic Opportunity Act - 1964

Work Training Program (Neighborhood Youth Corps) - Employment opportunities offered through Title I-B of the Economic Opportunity Act enable eligible youth to return to school and stay in school. NYC programs were funded

in fourteen counties which had twenty-eight school districts with migrant programs. Records are not available, however, as to how many migrant young people participated in NYC programs. An example of how migrant programs and NYC funds were coordinated is detailed in Part III of this report: The Migrant Compensatory Education Project.

Community Action Program - Four school districts with migrant programs reported direct coordination with Community Action Programs. Numbers of persons served were not available. The type of services varied. One school district cited the utilization of VISTA volunteers in day-care centers in cooperation with the Community Action Program as extremely helpful.

Adult Basic Education Program - Literacy training programs under Title II-B of the EOA operated in twenty-nine of the forty-five districts with migrant programs. These programs provided older youth and adults with learning opportunities in English language and arithmetic. Since the program is open to the general public, no figures are available as to the number of migrants who participated.

Adult Migrant Education - Programs providing basic education to migrant adults are funded by Title III-B of the Economic Opportunity Act and were operated in nineteen of the forty-five migrant project school districts. These classes enrolled over two thousand adult migrants.

Work Experience Programs - Although Work Experience Programs funded under Title V, EOA are not designed specifically for migrant adults, a few participated because of an overflow of other migrant adult programs.

Only three school districts were in cities having the Work Experience Program and not more than fifteen migrants were enrolled.

Other Local, State, and Federal Programs

In addition to those Federal programs cited above, local school districts cooperated with community, state, and federal agencies to gain needed assistance for the migrant student and his family. The types of services varied from financial aid to health and medical attention. Estimates show that health services available through city, county and/or state health agencies served the largest number of migrant students. Table 8 illustrates the types of services offered, the approximate number of students served, and the agency involved.

STAFF DEVELOPMENT

Workshops

The single most inclusive preservice effort to train both new and experienced project personnel is the TPEMC Annual Workshop. Designed to improve the effectiveness of the personnel, the instructional program, and the special services provided, the Fifth Annual Workshop was held in McAllen, Texas, October 9-11, 1967. With the theme "Education Through Experience," the extensive workshop included general major addresses by noted educators[1] and sectional meetings on most instructional and service areas conducted

[1]Educators addressing the General Sessions included Nolan Estes, Associate Commissioner, Bureau of Elementary and Secondary Education, U. S. Office of Education; Ruth Berken, Senior Staff Associate, Center for Urban Education, New York; and Helen Robison, Professor, Columbia University, New York.

TABLE 8

SUMMARY OF SERVICES TO MIGRANT STUDENTS

Type of Agency	Type of Service Provided	Approximate number of Students Served
Religious and Social Organizations	financial, clothing, examinations, physical therapy, medicine, food, home repairs, transportation, hospital expenses, furniture, toys	515
Clinics - Dental Medical, Mental/Health Diagnostic	Dental work, Psychiatric care, immunizations, medical treatment, hearing and speech therapy, examinations, audiogram	1,187
Civic, Professional and Fraternal Organizations	Specialists, eye examinations, and glasses, medicines, travel, shoes and clothing, braces, physio-therapy, ear testing, food	3,195
Health Departments: City, County, State	TB follow-ups, medical, travel, X-rays, TB Patch test, vaccinations, educational materials, hospital and doctors' fees, films	7,865
Individuals: physicians, dentists, etc.	examinations, medical services, food, surgery	638
Federal: OEO, USDA surplus commodities, National School Lunch Program, Child Nutritional Act, 1966	check-ups, food, clothing, day care, prekindergarten and kindergarten recreation program, migrant health clinic	920
Miscellaneous: Pan American College, welfare, Vocational Rehabilitation, Fire Department, Educational Service Center, Community Disease Control Center	clothes, medicine, psychological tests, vocational training, safety instruction, films, eye examination and treatment	2,518

by specialists in the field of education. Thirty-four educators serving as consultants to the workshop, and thirty-eight, as chairmen to the various meetings were assisted by the Texas Education Agency Migrant and Preschool Programs staff in the meeting.

A total of 950 participants representing the 42 Project schools were enrolled in the three-day conference. Of these, thirty-eight anonymously completed a structured evaluation questionnaire indicating approval of the workshop. Almost all participants judged the organization and total length of the workshop, the time given to group meetings, and the facilities provided to be satisfactory or excellent. In addition, the majority of respondents rated the group meetings in terms of consultant, content, techniques, and overall effectiveness as satisfactory, good, or excellent. In regards to the group meetings, the major areas receiving criticism or negative responses were concerned primarily with lack of effective group participation and involvement, and the absence of specific information in all aspects of the preservice program.

Although the workshop was thought generally to be successful, suggestions for improvement included the following:

- smaller group conferences
- more sharing of ideas of participants rather than lectures by consultants (i.e. discussion groups with moderator presiding)
- use of local, experienced personnel familar with the problem of migrant education
- practical, specific, "down to earth" presentations with less theoretical implications, provide demonstrations and printed materials

- general sessions should be shorter, more specific, and include speakers closer to the problems of migrant children and migrant education

- greater coordination among the guest speakers to avoid repetition of presentations

- more group meetings concerning specific problems and new teaching methods and materials

- group participants according to extent of in-service already received

- fuller opportunity to participate as well as to try methods demonstrated rather than merely listen to lecturers on "how to do"

In general, participants described the workshop experiences as excellent, informative, inspiring, well-organized, effective, and equipping teachers (personnel) with certain knowledge of positive action to improve the migrant program.

Pan American College Institute for Teachers and Aides

Pan American College institutes for classroom aides and teachers of migrant children were conducted in the summer of 1968 starting on June 3 and continuing through July 12. An extensive evaluation report was compiled from which were listed the following summary and evaluation.

Migrant Teachers. "The participants and staff feel that this Institute has achieved its general objectives in developing awareness of the migrant teaching programs and the needs of the migrant child. The high level of enthusiasm among participants is considered one of the high points of this Institute."

"A poll among the participants revealed that they considered three activities as being of great worth:

1. Working with others - this offered an opportunity to work with others and observe other techniques of teaching. The opportunity to share experiences and problems as well received

and much effort was expended to take full advantage of this opportunity.

2. Programmed Teaching - the participants of this activity were highly enthused in this activity as a general program. Some minor points, which some participants failed to identify with, were a little boring to the participants. But, altogether, this activity was considered to be fully worth the time and effort devoted to it.

3. Demonstration and Observation Teaching - the participants involved in this activity considered this as a high point of their Institute experiences. Seeing others teach, and then teaching in front of these other participants, and then sharing in the critiques proved to be very valuable.

Other activities that were considered valuable included the sessions devoted to group discussions of methods that are useful in migrant classrooms, development of proficiency in use of suitable sentence patterns, and learning to rely on teaching of other than textbooks.

The seminar sessions were met with mixed reactions which was due to the inability of many of the participants to release themselves from individual specific and petty concerns and devote attention to the general treatment of the problems. The lack of time to more fully utilize some of the consultants undoubtedly caused some problems.

The participants developed materials in the various activities. These materials are not considered to be the answer, by any means, but they do provide some source of information and techniques that participants, and others, may use in teaching migrant children.

Recommendations for future institutes are:

1. The possible phasing out of Migrant Teacher Institutes should be considered since the number of applicants for this year's institute was considerably less than last year.

2. If future Institutes are planned, then greater encouragement should be given to applicants from the various Migrant Project School Districts.

3. The lack of Demonstration Class Pupils, from the migrant stream, presents a problem in providing a more life-like classroom situation. Most pupils that would be suitable as pupils for such an institute are not available during the summer.

4. The Programmed Teaching material program, and the Demonstration Teaching program, were equally well received by participants. The worth of the Programmed Teaching program, when presented in conjunction with demonstration teaching will make for a very strong program and should be seriously considered. It is important that those that participate in the Programmed Teaching be given appropriate and ample time to put into effect and practice that which they are learning in the programmed activity."

Teacher aides. "Based upon reactions of participants and staff members, it is felt that this institute has closely approached realization of the objectives set forth for the institute. The following serve to bear out this assumption:

1. Classroom Aides were highly motivated during the entire course of the Institute and conducted themselves with a high degree of initiative and desire to accomplish as much as possible.

2. Classroom Aides were inclined to be more and more interested in pursuing their education further.

3. Classroom Aides demonstrated achievement levels of desirable quality in the various practical activities in which they were engaged.

4. The quality of work exhibited by the Aides showed great improvement as the Institute progressed. This improvement was indicative of the effort that each Aide was expending to benefit herself and those around her.

5. The learning intensity that the Classroom Aides demonstrated is worthy of recognition.

Recommendations for Future Teacher Aide Institutes:

1. It is recommended that future institutes of this nature be considered as having the highest priority.

2. It is recommended that future institutes be considered with the view of increasing the number of participants, even at the expense of reducing or eliminating the Migrant Teacher Institutes. Classroom Aides Institutes are worthy of being expanded so as to realize the high learning potential of the Classroom Aides and thus enhancing their potential contributions to educational programs.

3. The reduction of the Classroom Aide Institutes from twelve to six weeks is to be commended since this seems to serve the purpose of existence of these Institutes.

4. Encouragement of more applications from the Migrant Project School Districts is of importance. There is a need to involve participants from a greater variety of districts."

University of Texas Preschool Institute for Teachers and Aides

Each year hundreds of persons are employed by local school districts to serve as migrant teachers and teacher aides in migrant preschool projects. Mostly,the migrant teachers employed are recent college graduates. The migrant aides come from the ranks of housewives, high school graduates, or low income neighborhood residents who are familiar with the parents of children in the migrant program and, therefore, valuable to the school personnel. These people are employed during the summer months and are generally inexperienced in migrant programs. In order to help the migrant aide and teachers, an institute was designed by the University of Texas to help clarify the role of the aide and teacher in the migrant program and introduce materials and activities appropriate in teaching migrant children.

The University of Texas did not conduct a formal evaluation of the summer institute, however, comments were requested from participants about content, activities, and materials. Favorable comments were provided by a majority of the participants among which are quoted the following:

> "In our school, it was customary that the children were given pictures to color and stay within the lines. Now I know that all this deprives the child from expressing his own ideas and his own feelings. Children are entitled to come to school not only to learn but to enjoy it as well."

"The math was very helpful because I didn't clearly understand how to present sets to preschoolers."

"The two most important things that have helped in my particular area are the ideas of bringing art and music into the program."

"I feel that everything in the institute was helpful and very worthwhile. All of the different areas - child development, art music, and math - were excellent. The most important thing I'll take away is a better concept of what the purpose of kindergarten is, how children learn, and what constitutes appropriate content."

While the above information is interesting feedback material, it is highly recommended that a more comprehensive evaluation would be appropriate for developing future institutes.

Texas A&I University Institute for Migrant Teachers, Aides and Administrators

Approximately 70 migrant teachers, 50 teacher aides and 40 administrators participated in the 1968 summer institute for migrant personnel at Texas A & I University. A formal evaluation was not conducted. Therefore, there is no available information on which to base the degree of effectiveness of the summer institute.

Region One Education Service Center Institute for Migrant Teacher Aides

The Texas Education Agency has funded several summer institutes for teacher aides employed for the Texas Project for the Education of Migrant Children. These have been conducted for six-week periods and, in some cases, the participants have received college credits for attending. Because of their nature, these summer institutes have had to have limited participation and, therefore, many of the aides now employed have received only limited training.

Region One Education Service Center proposed to conduct a two-week workshop for one hundred teacher aides who will be working in the 1968-69 Texas Project for the Education of Migrant Children. The objectives of the workshop were as follows:

(1) To prepare the auxiliaries to live in the world of "school"
(2) To acquaint them with Child Psychology in order to better understand the students with whom they will be working
(3) To teach the aides to operate the most commonly used audio-visual equipment.

In summarizing the subjective content of the evaluation instrument used to rate sessions attended by teacher aides it was found that operational type sessions such as dry mounting and laminating, operating movie projectors, tape recorders, and record players, etc. received the highest rating. Seventy-nine percent of the participants rated this "extremely valuable." Functional roles as presented in sessions such as professional ethics of para-professionals, school organization, etc. rated 53% "extremely valuable", 39% "moderately valuable" and 8% "little or no value." The subjective data would indicate that teacher aides are more oriented to operative type tasks and are less concerned about the environment in which they operate.

Film Production

The development of a series of short films to be used in training teachers has been contracted to C. W. Films, Inc. These films will deal with oral language development of the migrant child. Completion of these films is anticipated in 1969.

DISSEMINATION

Information about the migrant programs as they are being conducted by the participating districts is disseminated on an intrastate basis mainly through personal contact by members of the staff of the Migrant Division of the Texas Education Agency. Ideas worthy of dissemination are gathered by that staff through classroom observation, teacher conferences, in-service teacher training workshops, and various other types of meetings.

Most often these ideas are simply disseminated by word-of-mouth, but many inquiries and requests for information are handled by individual letter. Bulletins, bibliographies, evaluations, and reports are mailed out from time to time to individuals and groups having an interest in education of the migrant child.

An additional method of dissemination of information, on both an interstate and an intrastate basis, with which the Migrant Division of the Texas Education Agency is currently experimenting, is a film. The film will show programs as they are being conducted by some of the participating districts and is due to be completed early in 1969. The film will be available to those interested upon request.

SUMMARY AND RECOMMENDATIONS

School districts have become increasingly concerned with providing equitable educational opportunities for the children of migratory agricultural workers.

As a result of the migrant project the following significant factors become evident.

1. Students are exhibiting improved attitudes toward school as reflected in subjective data concerning relationships with the school, teachers, peers, and community.

2. An awareness that innovative developments, not traditional teaching techniques, are important elements in educating the migrant child.

3. There is a better understanding on the part of the school administrators, teachers, and teacher aides to the needs of the migrant child.

4. The use of the bilingual teachers and teacher aides are an intricate part of the successful migrant school.

5. Results of objective test data indicate that at lower grade levels the overage students are given the opportunity to overcome their educational retardation and catch up to the grade level appropriate to their age.

6. As a result of the continuing migrant program a more sophisticated follow-up on personal services is being provided.

7. There was increased communication at the intrastate and interstate level concerning personnel, techniques, materials, and program planning.

8. More assistance has been utilized by the migrant project by incorporating the services of other special programs designed for the educationally deprived.

Indicators of a negative nature are found in a number of areas which need to be listed for further study. These areas are summarized as follows:

1. Methods of achieving a comprehensive program of parental participation and support need to be developed.

2. A more sophisticated system of record transfer among migrant schools needs to be developed.

3. A more concentrated in-service training program which could coordinate ancilliary personnel, teachers, and teacher aides during the program operations.

4. Encourage the use of teacher-made tests. Only one school district indicated interest in developing a teacher-made test for migrant children.

5. Test results indicate that migrant children drop significantly behind normal groups during grades five and six where a high level of verbal ability is required.

6. A study of the extended-day approach for effectively teaching the migrant child by determining levels of achievement and student interest is needed.

PART II

TEXAS MIGRANT INTERSTATE COOPERATION PROJECT

A program of interstate cooperation between Texas and the states to which many children and their families migrate provides Texas teachers, experienced in working with migrants, for work in other states during the summer months. The purpose of this is to permit the Texas teachers to learn more about children whom they are teaching as well as to provide advice and assistance to teachers employed in summer migrant programs in other states. This project, funded under Title I, ESEA Amendments of 1966 (P.L. 89-750), is administered by the Texas Education Agency with Edinburg Independent School District acting as fiscal agent. The objectives of the Texas Migrant Interstate Cooperation Project are:

1. To have available in the participating states teachers with experience in the teaching of Texas migrant children.
2. To share information necessary to the understanding of the problems of teaching Texas migrant children.
3. To develop a better system of record transfer among migrant schools.
4. To improve teaching techniques used in the instruction of migrant children.
5. To encourage school participation of Texas migrants when they are in other states.
6. To promote, especially among participating Texas teachers, a realization of the problems faced by school age migrant children during the migrant cycle.

Interstate Agreements

States receiving the highest number of Texas migrants were contracted by Texas to determine if they wished to participate. Of the states contacted, the following requested Texas teachers:

1. California
2. Colorado
3. Florida
4. Idaho
5. Illinois
6. Indiana
7. Iowa
8. Kansas
9. Michigan
10. Minnesota
11. Montana
12. Nebraska
13. New Mexico
14. Ohio
15. Oregon
16. Washington
17. Wisconsin
18. Wyoming

Personnel

Texas teachers chosen to participate in this program were selected from school districts participating in the Texas Project for the Education of Migrant Children. Only teachers having experience in teaching migratory children and who expressed an interest in the project were considered. Participating Texas teachers submitted weekly reports about their activities directly to the Migrant Division of the Texas Education Agency. Teachers received salaries of $600 per month, reimbursement of 10¢ per mile for travel by personal automobile, plus food and lodging allowance not to exceed $14 per diem.

Conferences

An orientation workshop was held for all participating teachers in McAllen, Texas on June 1, 1968. Objectives of the program were explained to teachers participating for the first time.

A reporting conference followed the completion of the program. It was held in Austin, Texas at the Texas Education Agency for the purpose of summarizing the program. Reports were given by the participants on specific

phases of the program. A round-table type of meeting provided a valuable exchange of ideas.

Effectiveness

Again this summer the supervisor and teachers from other states were generous in their comments about the performance of the Texas teachers. It was reported that Texas teachers provided assistance in program planning and demonstration teaching. They contacted parents to encourage enrollment of children in the programs, conducted workshops for teachers and aides, and actually taught some classes. Their background of experience and willingness to share proved to be very valuable. As in the past, the criticisms concerned matters over which the Texas teachers had no control; such as inadequate transfer of records and the Texas teachers' inability to remain in the community for longer periods of time.

PART III

MIGRANT COMPENSATORY EDUCATION PROJECT

The Migrant Compensatory Education Project was begun in the summer of 1967 as an experimental program. Joint planning by federal, state, and local agencies was focused on two major objectives: providing financial assistance to migrant families thus taking them out of the migrant stream; and providing compensatory education activities and pre-vocational training to migrant children ages 14-21. In addition, parents of migrant children were involved in the educational programs provided by the Adult Migrant Education Project and in training programs under the Manpower Development Training Act. Such parental participation was considered necessary to overcome the indifferent attitudes toward education often held by the parents as well as encouraging them to leave their children in the project until its completion.

Participants

Since the primary objective of the project was to draw families out of the migrant stream, any evaluation of the program must reflect its effectiveness in reaching this objective. Implemented in the spring of 1967, the program initially enrolled 183 in the Laredo Independent School District and 150 in the Rio Grande City Consolidated Independent School District. During the summer of 1967, the Laredo project reported 49 students dropped out: 44 to migrate with their families; 5 for other reasons. (For details see "Evaluation Report: Texas Project for the Education of Migrant Children 1966-67", prepared by the Texas Education Agency). During the summer of

1968, the program at Laredo had a peak enrollment of 269. Ninety of this number participated in at least a part of the 1967 summer program, but only 61 were original enrollees in the Migrant Compensatory Education Project. Although this number reflects a retention rate of 33.3, it is significant to note that the peak enrollment figure for this summer represents family units totaling 1,140 persons (258 adults and 982 children).

The project at Rio Grande City reported a peak enrollment of 207 during 1968. These students came from family units totaling 1,222 persons (270 adults and 952 children). One hundred fourteen of these students were enrolled in the project at its inception.

Estimates of the number of migrants in Texas vary. A conservative estimate is that 85,000 school-age children are members of migrant families with their homebase in Texas. Slightly more than 2,300 persons (adults and children) remained at their homebase during 1968 because of their involvement in the Migrant Compensatory Education Project and programs related to it. It is obvious from these figures that the objective of keeping families out of the migrant stream has been only partially reached.

Organization

Summer components of the Migrant Compensatory Education Project were conducted in the Laredo and Rio Grande City school districts from June 3 through August 23, 1968. Organization of this year's program was changed from last year's program because of new regulations from the Department of Labor. These regulations required that enrollees be given a two-week vacation period and that 26 hours per week be spent at the work stations rather than 20 hours.

The vacation periods were scheduled differently by each participating school district. The Laredo enrollees were divided into two groups with one group taking a vacation from July 1 through 12 and the other group from July 15 through 26. Rio Grande City arranged for half their enrollees in the program to enter two weeks late and the other half to terminate two weeks early.

To meet the work hour requirement, each enrollee spent five hours a day, four days a week at his work station. On the fifth day, the student was at his work station six hours. In the academic portion of the program, the student spent one hour per day in language arts and one hour per day in physical education five days a week. One hour a day, four days a week was devoted to mathematics. Thus, the forty-hour week scheduled twenty-six hours of work (one hour of which was given to group and/or individual counseling), five hours of physical education, five hours of language arts, and four hours of mathematics. Because the total number of hours spent in academic areas was not sufficient to meet the standards of the Texas Education Agency, high school credit was not given this year.

Educational Component

Academic programs provided through the summer phase of the Migrant Compensatory Education Project during 1968 placed emphasis on enrichment and remediation. Planning of the curriculum was accomplished through a workshop held in Laredo, June 3-4, 1968. This workshop was the primary means of preparing teachers for the project. Consultants of the Migrant Division of the Texas Education Agency worked with teachers and aides in language arts, mathematics, and health and physical education in the development

of curriculum guides in these areas. Although the curriculum guides suggested a variation of the traditional teaching techniques, observations by on-site visitors failed to reveal that any new approaches had been attempted by the teachers.

Because the educational component of the 1968 summer program was limited, evaluation of its effectiveness is difficult. That forty students involved in the Migrant Compensatory Education Project over the past one and one-half years graduated from high school this year is an indication the program has helped decrease the number of dropouts to some extent. Other objective measurements such as standardized tests were not used in the project this year.

Supportive Services

To meet the total needs of the migrant student, this year as last year, supportive services in the form of health education, guidance and counseling, medical care, home visitation, and free lunches were provided. A registered nurse and counselor were hired by each project. The Rio Grande City project also employed a social worker. All supportive personnel, including counselors, nurses, visiting teachers, and librarians participated in preservice training at the workshop, June 3-4. Group counseling sessions were provided weekly in both projects. Some of the group sessions were structured around a topic of concern to the students, (sanitation, grooming, seeking and holding a job, sex education, and vocational information). Others were unstructured and given to general discussion of problems. Time for individual conferences was also a part of the counselor's schedule.

Medical screenings were provided for all students by the project nurses. Those needing further treatment, such as glasses or dental work, were referred to physicians. In most instances, the local school district or city health service paid for the follow-up treatment. In at least two cases, the parents were able to pay for medical care.

Effort was made through home visitation to acquaint the parents with the program offered through the Migrant Compensatory Education Project. School nurses, counselors, and social workers bore the major responsibility for home visitation.

Work Stations

Funding of job positions for Migrant Compensatory Education Project enrollees was provided through the Neighborhood Youth Corps, Department of Labor. Approximately 290 additional work slots were made available to the participating districts during 1968; 158 for Laredo and 132 for Rio Grande City. Several of these positions were not made available until the last part of the summer session making it impossible for the additional students to benefit from the academic portion of the project.

Tabulations of work stations in both districts (see Table 9) indicate that the number of funded work positions virtually exceeded the local school districts' abilities to provide work experience stations. School officials arranged a staggered schedule in order to make full use of all available work stations. In spite of these scheduling procedures, some work stations seem to have an over abundance of enrollees available for the amount of work to be done. Most of the enrollees in Laredo and all those in Rio Grande City were used as aides (i.e. recreational, clerical, library, or maintenance)

TABLE 9

WORK STATIONS - MIGRANT COMPENSATORY EDUCATION PROJECT

Laredo ISD Location of Work Station	Number of Students Assigned	Rio Grande City CISD Location of Work Station	Number Students Assigned
Azteca Center	1	Counselor	3
Boys Club	1	Gym	69
Bruni School	5	Elementary Library	7
Buenos Aires School	8	Elementary Bldg.	3
Alma Pierce School	6	Band Room	3
Central School	5	Art Building	9
Central Kitchen	5	Homemaking Building	20
Christen School	18	Cafeteria	4
Colonial Guadalupe Neighborhood Center	5	Fieldhouse	3
Daiches School	5	Industrial Arts Bldg.	8
El 4 Neighborhood Center	2	Intermediate Bldg.	1
Farias School	3	Junior High Bldg.	4
Nurses (Federal & MCEP)	2	Junior High Office	4
Building Trades	1	High School Bldg.	1
County Pool	8	High School Office	3
Federal Warehouse	2	High School Library	4
Ft. McIntosh	1	MDTA Office	1
Lasrillera Neighborhood Center	11	MCEP Office	6
Leyendecker School	8	ROTC Building	4
Macdonell School	2	Swimming Pool	6
Multi-Service Center	2	Title I Building	22
Mary Help of Christians School	38	Science Bldg.	20
Milton School	20	Vocational Bldg.	1
Martin School	19		
Lamar School	3		
NYC Office	1		
Nixon High School	22		
St. Peter's School	2		
Santo Nino Neighborhood Center	3		
San Francisco Xavier Neighborhood Center	2		
Santa Maria School	7		
Sanchez Annex	12		
Tomas Sanchez	7		
Sanchez Migrant School	1		

in the school program. The relation of their work experiences to vocational exploration and pre-vocational training was remote and usually non-existent.

Recommendations

Because the Texas Education Agency is concerned mainly in the operation of the educational component of this experiemental project, certain changes in this phase of the program seem evident from this year's evaluation. Specifically, more concentrated in-service training should be available to teachers in the project. Consultative visits need to be made to the project while it is in operation in order to review approaches and make suggestions for improving the operation. It would also seem advisable that consultations be scheduled with work supervisors in order to insure that work experiences are related to the educational component of the project. One school expressed a specific need for vocational counseling and programming, which would accrue from such consultations.

The addition of work positions during the operating period of the project offered some problems. Inter-agency planning involving the Texas Education Agency, the Department of Labor, and the Local Education Agency could alleviate some of these problems by allowing the local school district to anticipate the number of enrollees and plan for their involvement in the academic portion of the project. Such planning would also enable the Texas Education Agency to plan for additional funding for instructional personnel.

PART IV

MIGRANT PRESCHOOL EDUCATION

Participants

All twenty districts which had six-month programs conducted a preschool component as a part of the program. Beginning dates for the components ranged from the middle of January to the middle of February with all ending in May. A total of nine hundred twenty-three children, four hundred forty-seven boys and four hundred seventy-six girls, participated.

Personnel

The charts below summarize numbers and experience of teachers and aides involved in the preschool component:

Number of Teachers	Had prior Preschool Teaching Experience	Had college courses in Preschool Education	Had attended Preschool Education Workshops or Institutes	Had attended Migrant Educ. Workshops or Institutes
39	13	7	28	20

Number of Aides	Had prior Teaching Experience	Had some College Credit	Had attended Preschool Education Workshops or Institutes	Had attended Migrant Workshops or Institutes
40	6	16	29	23

Twenty-two of the teachers were reported to have possessed either a provisional or professional elementary certificate and seventeen possessed a temporary permit. A few of those teaching on temporary permits also possessed certificates but in areas other than that to which they were currently assigned. No aides were reported to have any type of teaching certificate although six aides reportedly had had some teaching experience.

Coordination With Other Programs

Most participating districts supplemented the work of the teachers and aides by the utilization of personnel from their regular staff. Many districts reported that social workers, counselors, visiting teachers, and nurses contributed in large measure to the success of their program. Regular supervisors were reportedly used effectively in program planning and implementation.

Ancillary Services

Ancillary services included the providing of food and clothing to some children. Two districts reported that they included breakfast as part of their program and served approximately ninety children. Mid-morning snacks and lunches were common activities serving seven hundred and four pupils respectively. Four districts included mid-afternoon snacks for two hundred and twenty-two children. Clothing was provided by most districts when there was need.

Complete physical exams were provided seven hundred and sixty-two children and dental exams were provided two hundred and seventy-three. Immunizations and tuberculosis examinations were reported to have been given to two hundred and forty-nine children. Follow-ups to these services were made in the form of additional medical exams, minor surgery, and dental work.

Approximately half the participating districts reporting provided transportation for slightly more than three hundred and forty-five children.

Program Activities

The programs were built around activities of the type which would prepare children to enter school. Attention was given to training the children to care for their own physical needs such as feeding themselves, putting on their clothing, and using the rest room. Activity periods included marching, dancing, singing, art, and organized games. Much time was devoted to development of oral language skills using such activities as drama, original stories, experience charts, and tapes. Field trips were also used extensively to provide a background of experience for oral language activities.

Curriculum materials for use in the migrant preschool program are being developed by the Region One Education Service Center. This consists of converting the "H-200" materials developed by the University of California at Los Angeles for use with migrant children. This project has not been completed.

Comments

While it is difficult to evaluate the effectiveness of a preschool program, it would appear that the objective of preparing students for school entry has been largely met. This is particularly true in relation to health services. Orientation type activities also appear to have been effective in meeting the objective stated.

A major weakness appears to be in the use of non-qualified teachers. Almost 44 percent of the teachers required temporary permits. The pupil-teacher

ratio was acceptable at 24:1. The pupil-adult ratio of 12:1 made the probability of success much better.

The coordination with other school programs was reported to have been very good. Such cooperation in planning and utilization of total staff should be encouraged.

END

8-22-69